DOCUMENT RESUME

ED 452 467 CG 030 887

AUTHOR England, Connie T.
TITLE Use of Consultation in Tennessee, Virginia, & Kentucky.
PUB DATE 2001-04-00
NOTE 10p.; Paper presented at the Annual Conference of the National Association of School Psychologists (Washington, DC, April 17-21, 2001).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Consultation Programs; Counselor Role; Elementary Secondary Education; Models; *School Counseling; *School Psychologists; Surveys; Time Management
IDENTIFIERS *Counselor Effectiveness

ABSTRACT

School counselors, psychologists, and administrators were surveyed in a three-state area to determine the relationship between the consultative/collaborative services within a comprehensive school counseling program. A description is provided of the three consultative/collaborative models (scientific/technological, human development, and social/political models of consultation for school counseling) currently used in the targeted schools systems. The survey attempted to measure the percentage of time counselors spend on several interventions as a means of determining the effectiveness of consultative/collaborative interventions on targeted schools. The responses did not reflect the utilization of a comprehensive plan prioritizing school counselor activities or the application of a theoretical-based consultation model. The results strongly suggest the need for further research into the organizational models of consultation and implementation of specific models of consultation services. (Contains 43 references.) (JDM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 452 467

Use of Consultation in Tennessee, Virginia, & Kentucky

by

Connie T. England

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
C. ENGLAND
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

BEST COPY AVAILABLE

CG030887

Use of Consultation in Tennessee, Virginia, & Kentucky

Abstract: Gives an overview of three consultation models, reviews previous relevant research on school consultation and gives a preliminary analysis of current research findings on the use of consultation counties in Tennessee, Virginia and Kentucky [Based on surveys completed by school administrators, counselors and school psychologists this research project determined: percentage of time counselors spent in various activities, consultation models followed in actual practice, and student needs not currently met by consultation/collaboration in these systems.]

Definitions for consultation abound in the professional literature. Dougherty (1995) defined consultation as a "helping relationship in which human service professionals work with individuals and/or groups in a variety of settings such as agencies, schools, and businesses to help them work more effectively" (p.1). Kurpuis and Fuqua (1993) examined definitions of seven "experts" in the field of consultation as reported in a 1992 issue of *Consulting Psychology Journal*. Their summarization of these definitions resulted in the following statement: "In general, consultants help consultees to think of their immediate problem as part of the larger system, and not only to understand how problems are solved but also to understand how they were developed, maintained, or avoided" (p.598). Dougherty also suggested that any model of consultation can be implemented collaboratively and given the indirect nature of consultative services it is hard to envision how non-collaborative efforts could be effective.

Historical Background

According to Dougherty (2000) the practice of consultation began in the mental health field in the late 1940's with the passage of legislation establishing the National Institute of Mental Health (NIMH). Since the need for mental health services far exceeded availability, consultation became a method of providing preventive treatment for the growing demand for mental health services. Cottingham (1956) was among the first to recognize the value of consultative services within the role of the school-based counselor. Cottingham proposed that human service professionals could reach a wider population of students by implementing programs conducive to student growth and development. "In 1966, a report by the joint Committee on the Elementary School Counselor (ACES-ASCA, 1966) made "consulting an official role for school counselors along with counseling and coordination" (Dougherty, 2000, p.303). Within the past few decades, consultation has become an increasingly important role for school counselors and an integral part of their job functioning, especially with the mandate of providing educational services to persons with disabilities (Humes & Hohenshil, 1987; Gutkin & Curtis, 1990). School counselors have begun to consider consultation as an effective method of using their skills to influence as many people as possible to meet the growing needs of large student populations (Gerler, 1992).

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) Entry Level Standards for counselor preparation programs provided further evidence of the increasing role of consultation when they stated that in the development of helping relationship skills, counselors should be taught "consultation theories and their application." In 1996, The American School Counselor Association emphasized the role of consultation as one of the "basic interventions" for school counselors.

The counselor as a consultant helps people to be more effective in working with others. Consultation helps individuals think through problems and concerns, acquire more knowledge and skill, and become more objective and self-confident. This intervention can take place in individual or group conferences, or through self-development activities. In 1990, the *Journal of*

CG030847

Educational and Psychological Consultation was established as a refereed journal devoted entirely to consultation theory and research.

A growing number of literature reviews and meta-analyses have supported the effectiveness of consultation as an indirect method of service delivery and as a desired role for human service providers. Sheridan, Welch, & Orme (1996) reported that 76% of published research between 1985 and 1995 showed positive outcomes. These results supported earlier findings by Medway and Updyke (1985) which documented that "consultees showed improvements greater than 71% and clients showed improvements greater than 66% of untreated comparable groups" (p.489).

Although the idea of consultation has gained momentum and acceptance, problems exist with the theoretical foundations and evaluative research on consultation. Criticism in the consultation literature questions the fundamental assumptions underlying consultation (Witt, 1996). Gallessich, 1985 and Bardon, 1985 accuse various helping fields as having no unifying assumptions on what ingredients compose consultation, and that consulting activities result more often than not from trial-and-error than from theory. In reviewing empirical literature from 1961 to 1989, Fuch, Fuch, Dulan, Roberts, and Fernstrom (1992) reported the mean number of empirical studies exploring consultation effectiveness was less than five per year over this 28-year period. Only 62 studies were published in psychology journals during this time (Graham, 1998).

Doubts have also developed around an array of other issues, i.e., the conditions necessary for consultative effectiveness; the implementation of treatments developed through consultation; the impact of consultation on outcomes for children, etc. Much available consultation research examines whether consultants were able to bring about behavioral and attitudinal changes in consultees regarding the presenting problem. However, Wickstrom, Jones, and Witt's (1998) reported difficulties with empirical examination of treatment integrity as it relates to outcome measures and in attaining treatment implementation as consultants.

Consultation Models

Consultation models have often been characterized in terms of their derivatives, i.e., behavioral, Adlerian, mental health, organizational, etc. Each model differs in respect to its conceptualization of the problem, its goals, methods and assumptions, the consultant's role, and professional values (Gallessich, 1982). Gallessich asserted that the practice of consultation has been atheoretical and intuitive. She established a meta-theory of consultation that unified existing conceptions of consultation through identification of their similarities and differences. Her meta-theory included a scientific/technological model; a human development model; and, a social/political model.

The scientific/technological model focuses primarily on the dissemination of concepts, information, and skills to improve the professional competence of the consultee (Gallessich, 1982, pp.109-110). The consultant acts as a technological or cognitive expert.

The human-development model conceptualizes the consultee's problems in terms of professional and personal developmental needs. The theory assumes that the consultant has the role of assessing the consultee's work related problem and collaborates with the consultee. These two assumptions indicate that growth involves affective and cognitive processes and that the consultant's roles are educational and facilitative. The consultant intervenes in a manner that enhances the development of both the consultee and the organization (e.g., school system).

"The social/political system comes from a political or social perspective of the consultee's work and the organizational context in which it is embedded" (Gallessich, 1985, p.347). The goals of this approach are: to support management interests; democratize the decision making process; enhance the work environment; or equalize advancement for the disenfranchised. The consultant takes on a partisan role. Gallessich (1985) asserted that her classification system addressed the variables common to consultation models, i.e., consultation relationship, consultant role or responsibility, consultee role and consultant's knowledge and value system. She proposed the use of these common characteristics as the basis for performing research on consultation and its effects. Gallessich's three models were selected as descriptive of the theoretical modes on which school counselors could base their consultation services because these models provide comprehensive descriptions of the theoretical perspective utilized and the implication for use of the respective models.

Purpose

The purposes for this study were to:

- evaluate the relationship of consultative/ collaborative services within a comprehensive school-counseling program;
- identify consultative/collaborative models currently used in target school systems;
- determine the effectiveness of consultative/ collaborative interventions in target schools;
- and, identify the consultative/collaborative needs not currently met within the target school systems.

Procedure and Results

Surveys were given to elementary, middle and high school counselors, psychologists, and administrators in a three-state area. A total of 70 responses were received: 24 elementary counselors, 4 middle school counselors and 17 high school counselors; 14 elementary administrators, 3 middle school administrators, 4 high school administrators; and, 4 Psychologists who served elementary, middle and high schools. Respondents were asked to indicate the percentage of time counselors spent in the following activities: situational response to crisis intervention; consultation/collaboration; guidance curriculum or social skills training; counseling; career education; academic training; administrative duties; and other. (Table 1)

When asked whether or not respondents used a specific model for consultation, only 24 reported using a specific model: 30 % used the human development model; 4 % used the social/political model; and, no respondents reported using the scientific/technological model. Mainly elementary and high school counselors reported using a specific model.
Respondents were asked to identify which of the following were/were not being met by consultative/collaborative services: behavioral; academic; social; administrative; instructional; other. A 5 x 7 chi-square analysis was performed investigating the effects of Type of Need and Professional. The Ss were classified as having met the need or as not having met the need, and only Elementary School Counselor effect was reliable ($x^2 = p<.009$). More Ss identified unmet needs when elementary counselor was the relevant dimension.

Table 1

Counselor Activities at Elementary, Middle, & High School Levels
Reported by Counselors, Administrators, & Psychologists

Ss	Crisis	Consult	Guidance	Counsel	Career	Academic	Administration	Other	DK
EC									
N=24									
M	11.52	12.42	28.75	19.30	4.83	2.71	13.52	7.13	
CV	72%	67%	65%	54%	84%	178%	138%	185%	
MC									
N=4									
M	17.75	6.25	6.00	55.00	1.25	0.00	6.25	5.00	
CV	114%	87%	92%	58%	173%	Undef	173%	141%	
HC									
N=17									
M	16.47	16.18	8.41	29.00	5.00	3.82	14.59	7.00	
CV	64%	107%	74%	57%	84%	182%	75%	110%	
EA									
N=14									
M	11.64	12.71	21.70	20.24	3.29	3.43	18.57	7.71	0
CV	65%	58%	86%	59%	103%	172%	119%	183%	
MA									
N=3									
M	1.67	1.67	6.67	3.33	10.00	1.67	1.67	38.33	33
CV	141%	141%	141%	141%	141%	141%	141%	115%	
HA									
N=4									
M	11.25	11.25	9.25	13.75	12.50	4.50	32.50	2.50	3
CV	79%	79%	106%	70%	104%	101%	122%	173%	
PSYC									
N=4									
M	23.75	15.00	13.75	12.50	10.00	2.50	8.75	21.25	4
CV	66%	33%	60%	66%	117%	100%	110%	136%	

EC = Elementary Counselor
EA = Elementary Administrator
MC = Middle School Counselor
MA = Middle School Administrator
HC = High School Counselor
HA = High School Administrator
PSYC = Elementary, Middle, High Psychologist

N = Number of Respondents
M = Mean
CV = Coefficient of Variation

Conclusions

Responses indicated that consultation is a part of school counselor services. However, responses did not reflect utilization of a comprehensive plan prioritizing school counselor activities or application of a theoretical-based consultation model. These results strongly suggest that further research into the organization models of consultation and implementation of specific models of consultation services is needed.

Future Directions for Research

Gallessich suggested that research be conducted which will answer questions related to internal validity. For example, what do consultants in fact do, how do consultants with different value systems differ in their methodology when working within systems, i.e., school systems. Gallessich also recommended continuation of efforts to evaluate consultation outcomes. Meade, Hamilton, and Yuen (1982) suggested that research concentrate on formative evaluation rather than summative evaluation, i.e., evaluate the process rather than the product.

As public school systems face increasing responsibility for providing comprehensive services for all students, consultation provides a primary tool for providing interventions for increasingly complex problems. Further research in the current implementation of consultation, the needs for more formalized training in the theoretical models of consultation and methods for increasing structure and effectiveness in the implementation of consultation are needed to provide a basis for meeting the critical responsibilities of current and future students.

EDITOR'S NOTE:
Connie T. England, PhD, earned her B.A. in Speech/Hearing/Language Pathology at the University of Southwestern Louisiana, Lafayette, Louisiana, her M.S. in Deaf Education form the University of Tennessee, Knoxville, Tennessee, and her PhD in School Psychology from the University of Tennessee, Knoxville, Tennessee. She is the Department Chair for the Graduate Counseling and Guidance Program at Lincoln Memorial University. The editor expresses appreciation to Dr. Linda Jesse-Jones and to Ms. Regina Bond for their help in editing this manuscript.

REFERENCES

ACES-ASCA Joint Committee on the Elementary School Counselor. (1966). The Elementary school counselor: Preliminary statement. *Personnel and Guidance Journal, 61,* 658-661.

American Association for Counseling and Development (1995). *Ethical Standards* (rev.ed). Alexandria, VA: Author.

American Counseling Association (1995). *Code of ethics and standards of practice* (rev.ed). Alexandria, VA: Author.

Bardon, J. I. (1985). On the verge of a breakthrough. *Counseling Psychologist, 13(3),* 355-362.

Bergan, J. R., & Kratochwill, I.R. (1990). *Behavioral consultation and therapy.* New York: Plenum.

Bergan, J. R (1995). Evolution of a problem solving model of consultation. *Journal of Educational and Psychological Consultation, 6 (2),* 111-123.

Caplan, G., & Caplan, R. (1993). *Mental health consultation and collaboration.* San Francisco: Jossey-Bass.

Cottingham, H. E. (1956). *Guidance in the elementary schools: Principles and practice.* Bloomington, IL: McKnight & McKnight.

Curtis, M.J., 7 Stollar, S. A. (1995). Best practices in system-level consultation and organizational change. In A. Thomas and J. Grimes (Eds.), *Best Practices in School Psychology* (3rd ed., pp.51-58). Washington, DC: National Association of School Psychologists.

Deitz, P.E., & Reese, J.T. (1986). The perils of police psychology: 10 strategies for minimizing role conflicts when providing mental health services and consultation to law enforcement agencies. *Behavioral Sciences and the Law, 4,* 385-400.

Dinkmeyer, D., & McKay, G. (1973). *Raising a responsible child.* New York: Simon & Schuster.

Dinkmeyer, D. C., Pew, W.L., & Dinkmeyer D.C., Jr. (1979). *Adlerian counseling and psychotherapy.* Monterey, CA: Brooks/Cole.

Dougherty, M. (2000). Psychological Consultation and Collaboration in School and Community Settings, (3rd ed.), Belmont, CA: Wadsworth/Thompson.

Dougherty, M. (1995). Consultation: Practice and perspectives in school and community settings (2nd ed.). Pacific Grove, CA: Brooks/Cole

Erchul, W. P., & Conoley, C. W. (1991). Helpful theories to guide counselors' practice of school-based consultation. *Elementary School Guidance & Counseling, 25,* 204-212.

Friend, M., & Cook, L. (1997). Student-centered teams in schools: Still in search of an identity. *Journal of Educational and Psychological Consultation, 8,* 3-20.

Fuchs, D., Fuchs, L.S., Dulan, J., Roberts, H., & Fernstrom, P. (1992). Where is the research on consultation effectiveness? *Journal of Educational and Psychological Consultation, 3,*151-174.

Fuqua, D. R., & Kurpuis, D.J. (1993). Conceptual models in organizational consultation. *Journal of Counseling and Development, 71,* 607-618.

Gallessich, J. (1982). *The profession and practice of consultation.* San Francisco: Jossey-Bass.

Gallessich, J., (1985). Toward a meta-theory of consultation. *Counseling Psychologist 13(3),* 336-354.

Gerler, E. R., Jr. (1992). Consultation and school counseling. *Elementary School Guidance and Counseling, 26,*162.

Graham, D. S. (1998). The Need for empirical studies in school consultation. *School Psychology Quarterly, 13,2,* 92-93.

Gresham, E. M. & Kendall, G. K. (1987). School consultation research: Methodological critique and future research directions. *School Psychology Review, 16,* 303-316.

Gutkin, T. B. & Curtis, M. J. (1981). School-based consultation: The indirect service delivery concept. In M.J. Curtis & J. E. Zims (Eds.), *The theory and practice of school consultation* (pp. 219-226).

Gutkin, T. B., & Curtis, M. J. (1990). School-based consultation: Theory, techniques, and research. In T.B. Gutkin and C. R. Reynolds (Eds.) *Handbook of school psychology* (2nd ed., pp. 577-611). New York: Wiley.

Hegyi-Goia, D. M. (1999). Win-win consulting: Ten tips to make your relationship with consultants a success. *Nursing Management, June.*

Herlihy, B., & Corey, G. (1997). *Boundary issues in counseling.* Alexandria, VA: American Counseling Association.

Humes, C. W., & Hohenshil, T. H. (1987). Elementary counselors, school psychologists, social worker: Who does what? *Elementary School Guidance & Counseling, 22,* 37-45.

Kadzin, A.E. (1995). *Behavior modification in applied settings* (5th ed.). Pacific Grove, CA: Brooks/Cole.

Knoff, H. M. (1995). Best practices in facilitating school-based organizational change and strategic planning. In A. Thomas and J. Grimes (Eds.), *Best practices in school psychology* (3rd ed., pp239-252). Washington, DC: National Association of School Psychologists.

Kratochwill, T.R., & Elliot S.N., & Busse, R.T. (1995). Behavioral consultation: A five-year

evaluation of consultant and client outcomes. *School Psychology Quarterly, 10,*87-110.

Kratochwill, T. R., Bergan, J. R., Sheridan, S. M., Elliot, S. N. (1998). Assumptions of behavioral consultation: After all is said and done more has been done than said. *School Psychology Quarterly, 13, (1)* 63-80.

Kurpuis, D. (1985). Consultation interventions: Successes, Failures, and Proposals. *The Counseling Psychologist, 13(3),* 368-389.

Kurpuis, D., & Fuqua, D. (1993). Fundamental issues in defining consultation. *Journal of Counseling and Development, 7,* 598-600.

Meade, C.J. & Hamilton, M.K & Yuen, R.K. (1982). Consultation research, The Time has ome the Walrus said. *The Counseling Psychologist, 10*, 39-51.

Medway, F. J., & Updyke, J. F. (1985). Meta-analysis of consultation: A review of recent research. *American Journal of Community Psychology, 13,* 489-504.

National Board for Certified Counselors. (1997). *National board for certified counselors code of ethics.* Alexandria, VA: Author.

Sheeley, V.L., & Herlihy. B. (1986). The ethics of confidentiality and privileged communication. *Journal of Counseling and Human Service Professions, 1 (1),* 141-148.

Sheridan, S. M., (1997). Conceptual and empirical bases of conjoint behavioral consultation.

Sheridan, S. M., Welch, M., & Orme, S. F. (1996). Is consultation effective? A review of outcome research. *Remedial and Special Education, 17,* 341-354.

Thompson, C. L., & Rudolph, L. B. (2000). *Counseling Children* (5th Ed.) Belmont, CA: Wadsworth/Thomson Learning.

Wickstrom, F.,Jones, K. M., Lafleur, L. H., Witt. J. C. (1998). An analysis of treatment integrity in school-based behavioral consultation. *School Psychology Quarterly, 13, (2),* 141-154.

Witt, J. C. (1990). Collaboration in school-based consultation: Myth in need of data. *Journal of Educational and Psychological Consultation, 1,* 367-370.